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Lynn R. Osborn, Kansas University, Lawrence, Editor-in-Chief

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EDITOR FOR THIS ISSUE

Richard A. Hildreth, Department of Speech, Kansas State Teachers College of Emporia

FROM THE PRESIDENTS DESK

We in the field of communication have one of the greatest responsibilities in molding the philosophy and psychology of society. The ethical standards of society are directly connected to the communication act. If, through our teaching, we allow our students to abuse these standards, then communication loses all value in a democratic society. It is this high value that we as teachers of speech should continually stress. At no other time in history has society needed a hand in molding its ethical standards. It appears that one of the greatest opportunities of a speech teacher lies before us. If each of us would take time to direct our efforts toward establishing high ethical standards, then the act of communication would begin to take on that all important, professional atmosphere. Let us try!

Gerald F. Ashen
President K S A
Shawnee Mission North High School

EDITORIAL COMMENT

A perennial bone of contention in academic circles is that of the traditional cleavage between the classroom teacher and the scholarly writer. It is often implied that one must choose between these two roles and then become an expert in the chosen, sometimes to the total exclusion of the rejected. The consequence of such thought is revealed throughout the field of education, but perhaps most implicitly in our institutions of higher learning. Here, the oft-quoted philosophy of "publish or perish" is more likely to be enunciated. Under such conditions the teacher may find himself spending more and more time in pursuit of research and publications and less and less in the polishing and refining of his classroom skills and techniques.

There is, however, equal danger in moving to the opposite end of the spectrum. There are those teachers who believe (and are indeed sincere in their belief) that any time spent in research activities is not in keeping with the needs and requirements of their positions. They shun and spurn any professional contact with their fellows through the avenues of the pertinent associations, publications, and activities within their areas of interest. Indeed, such endeavor is felt by many to be detrimental to a program of excellence in the classroom in that it detracts and distracts from the essential effort expended in preparation and presentation of subject-area material.

And now to a quick assessment of ourselves, the Speech and Drama teachers of Kansas. It is indeed encouraging to observe that, for the most part, we fall at neither of the extremes just mentioned. On the whole, there appears to be an increasing awareness of the mutual needs of personal excellence and collective improvement and refinement in our professional lives. We should not, however, feel that we have reached the pinnacle. There is a continuing call from our president, Mr. Ashen, for increased membership in the Kansas Speech Association. Your Editor-in-Chief should like to second this call and add his plea for increased contributions to the Kansas Speech Journal. This publication is wholly designed and presented for you, the teachers of the various schools in our state offering courses in the arts and sciences of Speech and Drama. Therefore, we invite each of you to present the fruits of your best thinking and study for the enlightenment and enrichment of your colleagues through the medium of the Kansas Speech Journal. Any of the editors of the seven issues to be published during the coming school year will welcome and give serious consideration to the manuscripts which you might wish to submit.

It is our sincere hope that this will be a banner year in the growth and development of the Kansas Speech Association as a truly professional association. In helping to fulfill this aspiration, it is our intent and purpose to publish a journal of stature and substance. We shall aim at all times to provide a medium of interaction between teaching and research that will help to fuse rather than separate these two mutually important tasks of the true educator. Your comments, criticisms, and suggestions would be greatly appreciated in assisting us in this endeavor. We shall look forward to your reactions with anticipation.

LYNN R. OSBORN
Editor-in-Chief

KANSAS SPEECH ASSOCIATION NEWS

Alan Gould, Secretary-Treasurer

1. Student Membership. The Annual Spring Conference held at the University of Wichita in April voted to establish a new class of membership. This student membership will open the Association to college students planning to enter the speech profession. It was the thought of the membership that the students would benefit by receiving the Journal, by meeting those of us in the field, and listening to us discuss the various problems peculiar to speech which we encounter. It is the plan to establish a special program for the students at the Annual Spring Conference and to assist them in establishing their own organization similar to the Student Kansas State Teachers Association.

2. Constitutional Revision. Your 1960-61 President, Gerald Ashen, Shawnee Mission North High School, appointed a committee composed of J. Matt Hill, Topeka High School, Albert J. Higgins, Emporia High School, and Richard A. Hildreth, Kansas State Teachers College, Emporia, to examine and revise the Constitution of the Kansas Speech Association. Any revision or amendment will be published in the Journal and voted on by the membership at the 1961 Annual Spring Conference in Pittsburg.

3. Resolution. Several members of this Association will introduce a Resolution to the American Forensic Association and Speech Association of America at their national conventions, December 28-30. The Resolution, approved by the Board of Directors of the Kansas Speech Association, will be formally submitted as sponsored by the Kansas Speech Association. It is discussed in detail elsewhere in the Journal.

4. The National Convention. The national convention of the Speech Association of America will be held in St. Louis, Missouri, December 28-30, 1960. This convention will be as close to Kansas as a national speech convention will be held until 1963 when the SAA will convene in August in Denver. A national convention with all its interest groups and activities is a great help and stimulus for all teachers--and this convention is to be in our region.

5. KSA Ballots. The special experimental debate ballots have been completed and are ready for use by coaches hosting tournaments. They may be secured by writing: David Blackim, Russell High School, Russell, Kansas. (A small fee to cover cost of printing is charged)

6. Association Information. If you need information on the Association, are not a member and wish to join, or if you haven't paid your current dues, contact: Alan Gould, Secretary-Treasurer, Kansas Speech Association, Washington High School, Bethel, Kansas.

REPORT FROM THE COLLEGES AND UNIVERSITIES

The Kansas Speech Journal, with this issue, inaugurates a new Section dealing with the activities of the Speech Departments of our colleges and Universities. It is hoped that this section will be of interest to alumni of the colleges and to members of the Kansas Speech Association who plan to return to college for advanced work.

Reports come from the Chairman of each department, or a person designated by the chairman. Since the colleges did not begin until late in September, not all were able to meet the publication deadline of this issue. The Editor.

KANSAS STATE COLLEGE, FORT HAYS

FACULTY AND STAFF

Mr. James I. Costigan has been appointed to the debate coaching staff. Mr. Costigan came to Fort Hays from Southern Illinois University, Carbondale.

FORENSICS

Fort Hays State has 18 people out for debate this year. The traveling schedule includes 14 tournaments at this time--8 out of state and 6 in state. Veteran members from last year's squad plus some promising freshmen indicate a relatively successful year.

KANSAS STATE TEACHERS COLLEGE, EMPORIA

FACULTY AND STAFF

Dr. George R. R. Pflaum, Head of the Speech Department for the past fourteen years resigned as Head on September 10, 1960, and will devote his time as full professor of speech in the teaching of advanced courses in public address and speech therapy. Dr. Karl C. Bruder, was promoted to full professor of speech during the summer and was appointed Acting Head to fill the vacancy left by Dr. Pflaum's resignation. Mr. Del Hilyard, Instructor in Radio-TV was appointed as assistant to Dr. Bruder, is teaching some courses in Audio-Visual services, and will continue to teach courses in filming and radio.

Mr. John C. DeBross was appointed Instructor in Speech and Director of Forensics to replace Mr. Jimmie D. Trent who has taken a year's leave of absence to work on his doctorate at Purdue University. Mr. Robert Deutsch, from Southwest Missouri State at Springfield, was appointed assistant debate coach. Dr. Richard Hildreth was promoted to Associate Professor.

Miss Kathleen Shields and Mr. Jerry Demo are teaching courses in Fundamentals.

DRAMA

The Emporia State Summer Theatre featured six productions during its Sixth season: Girls in 509, The Potting Shed, and Speaking of Murder directed by Dr. Karl Bruder; The Heiress, Once More With Feeling, and One Foot in Heaven directed by Mr. Charles Hill. Mr. Joe Rossillon served as Technical Director for each production.

Plans are underway for the Annual Curli-Q which will be directed by Mr. Charles Hill. Curli-Q will be presented on Oct. 27, 28, and 29, 1960.

FORENSICS

Debate activities at Emporia State were underway three weeks before the regular fall college semester started as the annual E-State traveling tour and clinic visited with the Kansas high schools. Each year E-State debaters research the high school debate question and travel throughout the state presenting demonstration debates to high school students interested in forensic activities. This year the tour squad of five students and KSTC debate coach, John DeBross, traveled over 2,000 miles and visited with some 50 high school coaches and their debaters.

As a part of its services to the Kansas high schools, Kansas State Teachers College offered during this past summer a debate coaches' clinic. This clinic, offered as graduate credit to coaches working on advanced degrees, successfully launched what is hoped will be an annual event at KSTC. As a project for this summer clinic the coaches in attendance prepared and the College published a handbook aimed at aiding the high school coaches and their students. The book, First Aid: Manual for Debate Coaches, containes articles of interest to the beginning debate coach and it also contains items of interest to the beginner in tournament debate. As an added feature this publication contains a comprehensive bibliography on the high school debate resolution, "Resolved: That the United Nations should be significantly strengthened." The publication is available from the college for a fee of 25¢ per copy. They may be ordered by writing Dr. Richard Hildreth or John DeBross. Many Kansas high schools have already expressed interest in this project and 300 copies of the book were sold by request or by contacts with the publication resulting from the visit to the school by the Emporia State traveling debate tour.

On the college debate scene, Kansas State Teachers College is again looking forward to a busy forensics year. E-State will be busy with a seventeen tournament schedule. The tournament season will find Emporia debaters on the campuses of colleges and universities in all sections of our nation.

Besides a busy schedule of tournaments on other campuses, the Emporia debaters will host their annual Forensics Tournament on November 4 and 5, 1960. This event is one of the few early season invitational tournaments in which all sections of the country are represented. This year entries have already been received from Northwestern University, University of Florida, Southwest Missouri State, Marquette University, and St. John's University, Jamaica, New York.

During the week of the Emporia State Forensics Tournament, an Emporia team will meet the University of Alabama in a convocation debate. The convocation debate is an annual part of the E-State tournament activities and the visiting college or university enters the tournament as a guest of KSTC. Last year Dartmouth was the guest team and the eventual winner of the tournament defeating Southwest Missouri State in the finals. This same Dartmouth team went on to capture the National Championship at West Point.

E-State will continue to be interested in the activities of the Kansas high schools in the area of forensics. Because of this interest the KSTC chapter of Pi Kappa Delta will publish "The Rebuttal Box," a publication concerning the activities of the high schools in their tournament season and of the college highlights.

RADIO-TV

KSTE-FM, Kansas State Teachers College educational radio station, has reshaped its operation for the 1960-61 broadcast year. Two important changes are the station's resuming broadcast of programs from the National Association of Educational Broadcasters Tape Network after a lapse of three years and the station's joining the Broadcast Foundation of America as an active member. As a result of these two changes, KSTE-FM is increasing its weekly program schedule to a basic 40 hours, representing a ten hour increase over last semester.

Increased enrollment, continuing student interest, and also new air conditioning, permitted a 25 hour broadcast week for ten weeks of the summer session. Audience response indicates that educational broadcasting will be a 12 month service of Kansas State Teachers College from now on.

Because KSTE-FM serves as a student training station as well as an educational broad cast service to the community, many management duties are performed by the student staff. Seven students serve as paid employees to perform administration and clerical duties. An additional 35 students are involved in program production and direction, so that 27 hours of the broadcast week are locally produced shows. New laboratory training in writing for radio will help to provide a daily newscast of local and college news.

Another important achievement is the arrangement for KSTE to broadcast all football games of KSTC. Cost has prevented our campus station's broadcasting out-of-town games for several years, but Mr. Ed McKernon, Jr., general manager of KVOE, has provided KSTE with live broadcast privileges to KVOE's play by play remotes of games away from home. Home games will once again be broadcast by the student staff.

Students also gain experiences in the communications area by working with motion picture production activities of the department. Film coverage of news events for television provides opportunity for experience in this aspect of broadcast.

KANSAS STATE UNIVERSITY, MANHATTAN

DEPARTMENT ACTIVITIES

Radio-TV

During the summer session the radio-television area was especially astive initiating a competitive performance practice on the student-operated station, KSDB-FM. The final night of broadcast was done by the students who rated highest in broadcasting techniques during the term. This activity was called, "Night for Sound," and proved to be an effective method for motivating the students to strive for improved broadcast performances.

In the 1960-61 school year it is anticipated that KSDB-FM will modify its programming structure to keep abreast of the "new creativity" which commercial radio is establishing. This new radio creativity is built upon community service, greater emphasis on news in depth with more local news, capsule programs of short features, and greater care in music selection. Broadcasts of local Manhattan High School and Kansas State University football games will offer students practical experiences, as will the comming November elections.

The KSU Television Workshop is planning to produce a weekly half-hour, closed circuit TV program. These programs will be performed by students majoring in theatre. Each closed circuit TV program will be followed by a critique period.

Drama

The Drama Division at KSU is planning four major productions for this year, in addition to the musical, Kiss Me Kate, done in co-operation with the Music Department. Don Hermes will do the technical and dramatic direction for Kiss Me Kate, which was cast the first week of school and

will be presented October 27, 28, and 29. J. B. Stephenson will direct two of these productions: On Borrowed Time, which will be presented January 13, 14, and 15; and Streets of New York, scheduled for March 16 and 17. Don Hermes will direct the last production of the year, Ladies in Retirement, on April 27 and 28. Dennis Denning is directing Come Back Little Sheba, to be presented November 11 and 12. Denning is also the supervisor for the One Act plays which are directed by students in the drama classes. December 11 and 12 are the dates for the first three plays and the last three will be produced May 14 and 15.

Debate and Oratory

Forensic plans at Kansas State promise considerable activity during 1960-61, as the department prepares to host three college debate tournaments. October 22 is the date for the 13th Annual Novice Debate Tournament which is set early in the year to give beginners an experience which emphasizes learning, not winning. Late in March, 1961, KSU will be honored to welcome members of the Missouri Valley Forensic League for their annual debate, oratory and extempore speaking competition. We are very pleased to be able to bring to our campus the members of this especially well-considered forensic society. On April 21-22, KSU inaugurates, in the Midwest for the first time that we know of, an intercollegiate competition in case-study debating. Having experimented with case study debating last year, we feel we have a competitive experience of real challenge to offer a select group of skilled debators. They will, in three to four hours, study a selected court case, prepare a debate on that case, and participate in a modified cross-examination debate; a severe test of their ability to apply their debate techniques.

KSU Speech Department also plays host to Kansas High School debators in January. The State Class A District Tournament will be held here January 20 and 21, and the Class AA State Tournament will be January 27 and 28.

Speech Therapy

Summer activities of the Speech Clinic at KSU centered around the screening of 1,629 pre-enrolling freshmen, transfer and graduate students for speech disorders. An auditory training unit, part of the new equipment received during the summer was put into good use by several graduate students who were completing the necessary number of hours for clinical certification. Recording of foreign dialects and efforts to evaluate current recording techniques were undertaken; this work is expected to be completed during 1960-61.

The Speech Clinic regrets the loss of Mrs. Molly Krival, whose husband, Professor Arthur S. Krival, has taken a position at the University

of Wisconsin. Mrs. Gladys Reed of Manhattan, a speech therapist well known to many in Kansas, has accepted the vacant position.

STAFF CHANGES

Dr. Forest L. Whan resigned as Head of the Department of Speech to become Director of Summer School and Institutional Research at Kansas State University. His position was filled by the appointment of Dr. Norma D. Bunton, who for six years has been a member of the faculty here. Dr. John O. L. Robson is on leave for the coming academic year to teach in the University of Maryland Overseas Training Program. Dr. Robson was on leave during the academic year 1959-60 with the Overseas Program. Asst. Professor Robert Snyder received a Danforth Fellowship for the academic year 1960-61. He will be on leave to complete the requirements for the Ph.D. at the State University of Iowa in Iowa City, Iowa. Two new staff members have been added to the Speech Department. Dr. Jim Bob Stephenson, formerly of the University of Michigan, has been appointed Associate Professor and will teach and direct in the drama area. He spent this summer, as he has the past several, directing drama activities at Interlochen, Michigan. Mr. Terry Welden has been appointed Assistant Professor, and will teach courses in General Speech and Speech Education. Mr. Welden has been on the developmental staff for the International Cooperation Administration Seminars on Communication, conducted by Michigan State University for ICA. He helped to conduct who such seminars this summer. He expects to receive his Ph.D this semester at Michigan State University.

STAFF PLANS AND ACTIVITIES

Several staff members were in graduate school this summer. Rodney Cole began his studies toward a Ph.D at the University of Missouri. Dennis Denning continued his work on his Ph.D in drama at Kansas University. Anita Taylor launched her Ph.D program, which she is doing at Kansas University, during this summer. George Carroll reported that he passed the University of Iowa Ph.D French examination this summer at Iowa City, where he is working for his postgraduate degree.

The Drama Staff was active in several productions during the summer. Don Hermes directed a successful summer production of The Heiress, which was presented to a large audience here at KSU on July 28. Jim Bob Stephenson directed two productions at Interlochen: Night Must Fall and an origianl operetta called The William Simpson. Dennis Denning directed Anouilh's "Medea: in conjunction with the Kansas University High School Speech Institute.

STERLING COLLEGE, STERLING, KANSAS

FACULTY AND STAFF

Professor Clayton C. Campbell was chosen the faculty representative to the North Central Workshop at the University of Minnesota, and spent four weeks there in study and preparation to lead the faculty study committee this coming year in their study "An Evaluation of Student Achievement."

FORENSICS

Sterling College will attend the usual tournaments this year.

DRAMA

This coming season Sterling College will present a revival of Our Town which was Professor Campbell's first show at Sterling when he joined the staff in 1954. They will also present Walter Sorell's script based on the old morality play Everyman, called Everyman Today. In addition numerous one-act plays, to be done by members of the play production course second semester, will appear on the Sterling College stage.

HONORS PROGRAM

An Honors Program at Sterling is being initiated this fall and one speech major, Pete Kinyon of Greensburg, will do an experimental study of high school students' behavior.

A RESOLUTION

Forensic coaches in the Kansas Speech Association, somewhat discontented with the manner in which the high school debate question has been selected in the past, got together and drew up the following resolution. The resolution has received the approval of the Board of Directors and will be submitted to the American Forensic Association and the Speech Association of America for adoption. The resolution will be submitted by the Kansas Speech Association as the proposing group. (National Forensic League coaches in Kansas are presently considering the resolution and if they so vote they will be listed with the Kansas Speech Association as co-sponsors.)

Members of the Kansas Speech Association who are also members of the Speech Association of America, The American Forensic Association, or both, will have a chance to vote on the resolution at the national convention in St. Louis. If you favor this resolution and can possibly get to St. Louis and the Convention, your support will be needed.

A RESOLUTION

SUBMITTED TO: The American Forensic Association, and
The Speech Association of America

SUBMITTED BY: Kansas Speech Association

WHEREAS, debate questions should be selected by those individuals most concerned with the coaching on the question, and

WHEREAS, at the present time the selection and wording of the high school debate question rests primarily in the hands of college instructors in speech and persons not directly concerned with coaching forensic activities, who are members of the Committee on Discussion and Debate Materials and Interstate Cooperation of the National University Extension Association, and

WHEREAS, there presently exists an organization, affiliated with the Speech Association of America, and composed of high school and college coaches of forensics, the American Forensic Association, and

BE IT RESOLVED that the American Forensic Association be given the authority to annually appoint a committee of seven from its membership to select and word the national high school debate question, and

BE IT FURTHER RESOLVED that five of the seven members of this committee be high school coaches of debate, and

BE IT FURTHER RESOLVED that the Executive Secretary of the Committee on Discussion and Debate Materials and Interstate Cooperation of the

National University Extension Association shall serve as an eighth member of this committee as a coordinator of the work of the two committees, and

BE IT FURTHER RESOLVED that this committee select and work a question that meets the requirements of debatability, timeliness, and availability of authoritative evidence, and

BE IT FURTHER RESOLVED that this resolution in no way affects the presnet practice of the Committee on Discussion and Debate Materials and Interstate Cooperation of the National University Extension Association in the preparation and distribution of a debate handbook on the question selected by the committee of the American Forensic Association, and

BE IT FURTHER RESOLVED that this resolution is not designed as an attack on any individual, organization, or committee but reflects, in the estimation of authors, the best possible method of selecting a high school debate question, and

BE IT FURTHER RESOLVED that this resolution be adopted by this convention, December 1960, of the American Forensic Association (Speech Association of America), to take effect with the selection of the 1962-63 high school debate question.

Problems in Debating the 1960-61 High School Debate Topic

Kim Giffin

Each topic for debate usually poses its own special or unique problems. These are generally caused by the specific wording of the proposition as much as by the nature or frame of reference for the topic-area.

Let's look at this year's high school topic: "Resolved, that the United Nations should be significantly strengthened." The importance of this topic area is obvious to even a casual reader of the daily newspapers. The problems of international relations are of great magnitude; concerning this fact there is small question.

This is not at all to say, however, that there is no question concerning whether or not we should favor the above proposal. There are, in fact, four questions which should be considered, as they are for all debate propositions of policy:

1) Is there a need specifically to strengthen the United Nations?

2) Is the proposal workable, i. e., would it meet the alleged need?

3) Is the proposal practical, i. e., are there any serious disadvantages or "dangers" inherent in the proposition?

4) Is there a better way of meeting the need, if one exists, i. e., is a "counter-plan" or counter-proposal more workable and more practical?

These four questions, plus one other question concerning definitions of terms, are the framework around which our thinking about this proposition

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should be centered.

A workable definition of terms is essential in order that the two teams, affirmative and negative, can meet on common ground and so that a listener or judge can understand the debate. In this case, the big question will be, what is meant by "significantly strengthened?" This is one of the most serious problems which will confront the debaters this year and there is no easy solution. Good teams will eventually arrive at a sort of "gentlemen's agreement" and get on with the debate; poor teams will bicker endlessly.

It would seem that, without being dogmatic, we might conclude that a usable definition of "significantly strengthened" would be, "given important and substantial additional power, that is, powers that they do not now possess."

A good debater will probably ask the following when trying to help his coach work on this topic, "What about an affirmative plan?" It would seem that many different plans could be devised which fit our definition of terms. The affirmative has wide latitude in the development of specific ways of "significantly strengthening" the U. N. For example, they could focus on a program of economic aid (via the U. N.) to underprivileged nations; or devise a system of currency regulation and integration; or propose a program of education and technical training; or outline a procedure for achieving international disarmament. This list can be extended almost indefinitely.

We probably should offer one word of warning; any plan presented by an affirmative team should be designed to alleviate the specific need contentions which they present. Happy, indeed, will be the negative team which meets an affirmative which had identified a need for international disarmament but presents a "plan" involving only currency reform via a "revised" United Nations structure.

On the "need" issue the preponderence of proof lies with the affirmative that international problems do, in fact, exist; on the other hand, the major portion of proof lies with the negative that weakness in the U. N. are (not) causing them to increase. It will be up to the negative teams to force the affirmatives to try to relate existing problems to inherent weaknesses or inadequacies in the U. N.

Concerning the question of workability, subsidiary considerations are correlatives of similar considerations which are subsidiary to the need issue. For example, if an affirmative team argues that the proposal is necessary because inherent weaknesses in the U. N. deter the development of international law, then the opposing negative team may present and support the correlative argument that the proposal is unworkable because international law cannot be established simply by revision of the U. N. In general, such negative workability arguments will be avoided when possible by affirmative teams because the greater element of proof tends to lie with the negative side of the topic. Poor and mediocre negative teams will fail to use them because such arguments are complex and tend to be confusing; such teams

are usually unable to separate subissues on workability from subissues on the need contention. Superior negative teams will use such workability arguments to good advantage.

The question of practicality or "dangers" is most fertile ground for development of negative cases. We can nominate at least six subissues which are of real merit:

1) Would the proposal give the free nations a false sense of security, contributing thus to increased risk of Communist aggression?

2) Would present functions of the U. N. be impaired?

3) Would inefficiency and bureaucracy in the U. N. be increased?

4) Would international tyrants be given increased opportunities?

5) Would "have-not" voting blocs seriously damage the best interests of the United States?

6) Would a stronger U. N. tend to produce more quarrels? (Consider problems of representation, currency, trade, language, religion, social customs, etc.)

On each of these subissues a good affirmative team will be prepared with reasons and evidence for refutation.

On the question of the workability and/or practicality of a counter-proposal it appears that we should suggest three counter-plans which might be used by one or another negative team during the year:

1) Strengthing N. A. T. O.

2) Organizing a free world alliance.

3) Federal world government.

Each of these can readily be attacked by a good affirmative team on the grounds of workability. Also, most of the "dangers" cited above

tend to apply quite well to a proposed federal world government. A clever negative team will be able to use any one of these counterplans against a weak or confused affirmative. However, a sharp, well-prepared affirmative should have little trouble showing that a negative team who advocates any one of the above counter-plans has agreed, in essence, with the principle advocated by the affirmative--giving additional power to a supranational body. If such a negative team has, in attacking the proposal of the affirmative, shown that such a principle is unworkable or dangerous, they have rather effectively contradicted their own position.

The stickiest problem in debating this topic, and the last one we shall mention here, is that of Red China. We can make three observations:

1) Any "need" selected for development by an affirmative team must be selected with full consideration of the difficulty which will arise in trying to prove that the proposal can meet it without the U. N. having full cooperation of Red China.

2) Simply advocating that Communist China be admitted to the U. N. does not eliminate the problem; in fact, it opens the door to a host of charges of impracticability on the part of the negative teams.

3) Almost all "need arguments" which are political in nature, e. g., need for international disarmament, require cooperation of the large and unfriendly China.

In the face of these considerations it would seem wise for negative teams to develop such arguments in strength. It also would seem wise for affirmatives to develop "need arguments" which (1) may be restricted

to the Eureopean-American areas, e.g., problems of trade, or (2) concern a general international set of difficulties which can be helped by U. N. action without the cooperation of China, e.g., the need for economic aid, education, technical training, etc., to underprivileged nations. Such an approach won't solve all the problems, but it may help.

In summary, it would seem that this year's high school debate topic will be useful, posing about the average number of difficulties and problems. Affirmatives will tend to be able to show a rather impressive array of "needs" but may have difficulty showing that strengthening the U. N. is a workable and practical way of meeting such needs. Mediocre negative teams will tend to argue mainly on the need issue and will have difficulty; superior negative teams will have fun arguing workability and disadvantages.

PROMOTING THE DEBATE PROGRAM*

J. Matt Hill

Debate Coach, Topeka High School

To the debate coach, whether he be a fledging or a veteran, one of the most pressing problems he has to face is the promotion of the debate program in his school and community. This chapter is written as a means of supplying the debate coach with some tried and proven methods that will help him solve his promotional difficulties. We will concentrate on the coach himself, the school and the community.

Recalling the old adage that you cannot sell a product unless you believe in it yourself, what have you already done to prepare yourself for the task of supervising the debate program in your school?

In college, as you prepared to teach, you joined as a student, the National Educational Association and the State Educational Association. However, did you carry this one step further as a Speech major or a minor and become a student member of the Speech Association of America, The American Forensic Association and your State Speech Association? If you did you are already aware of the many advantages offered you by these activities. To name a few, the publications of these organizations present you with a widespread view of the thinking and writing of some of the most successful speech personnel in this country. Their thoughts and experiences can be of great value to you in the promoting of your

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*This article by Mr. Hill is taken from A First Aid Manual for Debate Coaches prepared in a Seminar for Debate Coaches held at Kansas State Teachers College, Emporia, August 1960.

debate program. The placement bureaus of these national groups are free to their members and can be very helpful in securing better speech positions. Even as you made application for your present position the Administration was greatly impressed by the fact that you had already allied yourself with these professional organizations.

Suppose you did not join these organizations. It is still not too late for you to join as evidence that you are a professional-minded teacher determined to lay a firm foundation for a career in teaching. Write to your former college and contact the Head of the Speech Department or the Director of Forensics; they will have the necessary information about membersnip in the speech organizations. If this is not feasible, make an effort to contact the Speech Department of the nearest University or College. In contacting these individuals you open up an excellent opportunity to become acquainted with the college personnel who can render invaluable assistance to your debate program. These people not only are familiar with the local and state speech activities; they can also point out key high school coaches that you should meet and they can explain the set-up of the invitational, district and state debate tournaments.

Most of these college speech departments conduct debate clinics, publish forensic monographs, furnish exhibition debate teams, (a ready-made assembly program for your school administration--which high-lights debating--great promotional potentialities?), and conduct on-campus-training sessions and seminars in which you should be highly interested.

Also, you may want to recommend some of your high school speech people to the college or university for further training in the speech field. Not to be forgotten, is the idea that you will want to take added work from time to time on the graduate level and your acquaintance with these key people will prove invaluable.

Another speech resource personage you should be in contact with would be the individual or group that supervises the high school speech program on the state level. This may be handled by a division within the High School Activities Association, by the State Debate League or Association, or by the State University Department of Speech or some allied agency. In any case, you should quickly identify yourself as the Debate Coach of your school and ask their help as to the rules and regulations governing the state forensic program. Be sure to get your name on their mailing list so that you will receive all their publications, announcements of debate topic choices, and district and state debate tournments. Do not fail to ask these people for their interpretations of the rules and regulations covering the state debate program and for any other advice and counsel that they may want to give you as you try to promote the debate program in your school. You will find that in most cases these people are there to serve you and are most cordial and willing to be helpful. Make full use of their services--it will pay dividends in the future.

In order to further your debate program you should establish a personal debate library; or, at least, get your school librarian to obtain some basic textbooks on debating to meet the needs of your debaters. Incidentally, the school librarian may well prove to be one

of your best resource persons in digging out difficult to find materials and in the implementation of debate research facilities for your debaters. The following textbooks are generally considered to be adequate in their field:

Baird, A. Craig, Argumentation, Discussion and Debate, New York: McGraw-Hill Book Company, 1950.

Braden, Waldo W., and Brandenburg, Earnest, Oral Decision Making, New York: Harper and Brothers, 1955.

Courtney, Luther W., and Capp, Glenn R., Practical Debating, New York: J. B. Lippincott Company, 1949.

Ewbank, Henry L., and Auer, J. Jeffery, Discussion and Debate, New York: Appleton-Century-Crofts, Inc., 1951. (2nd Edition)

Fearnsides, Ward and Holthor, William B., Fallacy: The Counterfeit of Argument, Englewood Cliffs, N. J.: Prentice Hall, 1959.

Foster, W. T., Argumentation and Debating, Cambridge: Houghton-Mifflin Company, 1945.

McBurney, James H., O'Neil, James M. and Mills, Glenn E., Argumentation and Debate, New York: The Macmillan Company, 1951.

Musgraves, G. M., Competitive Debating, New York: H. W. Wilson Company, 1946.[1]

Potter, David, Editor, Argumentation and Debate, New York: Dryden Press, 1954.

Summers, H. B., Whan, F. L., and Rousse, T. L., How to Debate, New York: H. W. Wilson Company, 1950.

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[1] Editor's Note: Despite the use of this as a seemingly unimpeachable source for rules interpretation, it is the opinion of this writer that there is no HOYLE in debating. Custom, courtesy, and a sense of fairplay would seem to bear more on the subject rather than reliance on one book as a guide.

You, as the debate coach, should next concern yourself with the personnel with whom you will be working in the debate program. The successful debater must, to a marked degree, possess the following characteristics: above average intelligence quotient, above average in voice quality, language usage, reading ability, and most important, the ability to think and reason. Admittedly this is an ideal, but the student you select or encourage should have these qualities or the potential to develop them. Thus it would seem that debaters must be or become superior students. In developing the inter-scholastic teams this point should be kept in mind. Other students interested in speech activities can be challenged by the overall forensic program in the school and thus gain from it. Debaters should maintain a grade average of preferably "B" standing and should be passing in all subject fields as a condition for participating in inter-school debate tournaments.

The development of a strong, continuing debate program requires the coach to get in touch with, and remain in contact with outstanding students in both the Senior and Junior High Schools in his school system. Use the assistance of the members of the English, Mathematics, and Social Studies faculties to channel the superior students into the debate classes.

To insure adequate publicity for the debate program the coach should establish cordial relations with the local newspaper, radio, and television personnel. The good offices of the Journalism Department will supply a willing reporter to handle both school and community news.

If photographs are to be taken of the debate squad be sure that they are suitable for viewing on the air and for printing as well; a "glossy" type print will best suit all needs.

It is evident that the debate coach is the motivating spirit that makes for the successful operation of the debate program. He assists students in planning, investigating, and organizing their debate materials though at no time will he write speeches for or prepare the debaters as if they were puppets and he the master puppeteer. In order to better prepare his students for participation in debating, the coach needs to "Teach" in the best tradition, and in an organized classroom situation whenever possible. Failing to do this, it then becomes necessary to resort to an extra-class activity which leaves much to be desired. So, if there is no established debate class, it should be the primary concern of the coach to sell his school Administration on organizing a debate class as part of the regular curriculum of the school.

A debate classroom situation also paves the way for the more adequate financing of the debate program. With debate as an integral part of the school curriculum, the school board will be more in agreement on the furnishing of funds to defray the necessary expenses for carrying on the debate program, such as the cost of materials, travel, fees, meals,and lodgings.

Another motivating factor that will do much to promote the debate program would be membership in the National Forensic League by members

and the coach of the debate class. This membership and participation in the only national honorary society for speech activities on the secondary level will be one of the high points of the debater's career.

The National Forensic League is a non-profit honorary speech organization that includes chapters in over 900 high schools in forty-three states in the United States. Founded in 1925, the National Secretary, Bruno E. Jacob, and his staff are located in Ripon, Wisconsin. Membership in this group stimulates interest in debate and forensics by offering definite and suitable recognition for successful participation in these activities. The national tournament, held annually, is the ultimate in speech contests as winners progress through district, regional and state contests until state winners in debate, oratory, girl's and boy's extemporaneous speech and dramatic interpretation meet to decide the national championship. Although thousands of students do not become national contestants the perparation needed to participate in these preliminary contests gains for them an added competence in speech that has been heightened by the competition. In other words, the speaker in the competitive situation learns by his participation that "good isn't good enough" and that only his very best will be rewarded with success. This organization develops pride in belonging to a national honor society and creates national standards in speech activity through chapters on the local level. Membership information can be obtained by writing Mr. Jacob at Ripon, Wisconsin.

As a climax to the forensic year many coaches provide an awards dinner either on the league basis or for his individual school. Here is an excellent opportunity for the coach to cement better relationships with the school administration and the townspeople, particularly the parents of debaters, as he presents NFL and other speech awards. By reviewing the season and congratulating all present for their part in making the season so rewarding the coach will bring together the components that will make or break his debate program. Here too, the coach can introduce new plans to better the program in the future.

Ways and means of promoting the debate program in the school and community are varied and far-reaching in their scope and you, as the coach, have at your fingertips many resources, personages and organizations to assist you in the development of the debate program.

You can enlist the assistance of the school administration, faculty, student body and custodial forces. By being cooperative and willing to help them in their many activities you will build up a great source of goodwill and these school agencies will then help you in your program.

To really crystallize and to highlight the debate program, play host to an invitational debate tournament. Every facet of the school life will pitch in to help bring off this program. Make it an all-school affair. Enlist all the resources of the school and the community. Judges can be obtained from members of the Bar Association, Toastmistress Clubs, Toastmaster Clubs, University Women's Club, League of Women's Voters, the many service and luncheon clubs, cultural clubs, plus the

members of the faculty and patrons of the school. In every community there are a number of people who have had speech training who would enjoy listening to and judging a debate session.

These people may not be well informed on debate and debate judging, but a Judge's Clinic held the night before a tournament is scheduled would help standardize the quality of judging. Then too, you could have a couple of your teams put on an exhibition debate before the prospective judges to familiarize them with the topic and to enable them to better understand debate procedure which may have changed somewhat since their competitive days.

The Music Department could provide entertainment at the general session of the tournament and the Home Economics staff could prepare a tea and serve it to the judges and visiting coaches. Student leaders could act as hosts to see to the hospitality of the guest in their school. Student timekeepers or chairmen could be members of the Pep Squad. The Journalism staff could provide a special edition of the school newspaper featuring the debate tourney with free copies for the visiting debaters. The Art Department could handle the posters, display windows, and other visual aids welcoming the debaters.

At the general session the administration and student body officers could be utilized to welcome the guests and to discuss what they think about the debating program. Surely the administration would be able to see the tangible effects of the program in terms of schools present and

number of participants--important facts needed when budget time rolls around.

As special guests why not invite selected students from the Junior High and upper grade levels to visit the school and listen to several of the debate rounds. What a ready-made recruiting situation for prospective debaters!

Prepare a pictorial history of each year's activities. Take adequate photographs of the activities of the tournament and along with newspaper, radio and television coverage, you will have a "scrap book" full of mementoes, to join with the results of the squad's debate trips, letters of congratulation, and telegrams. Incoming debaters and other interested people like to relive these past events as a guide to the future.

Trophies and other tangible awards for forensic efforts should be displayed in rather prominent places in the school. Some coaches display their "hardware" in the main office, the Principal"s office, the school library, or the student cafeteria. The ideal situation would be in trophy cases along the corridors of the school. An awards assembly featuring the debaters' successes is also a method of displaying the trophies acquired by the debaters during the season. Despite general opinion, trophies do have a salutary effect on prospective debaters and will certainly promote the program. A school takes pride in the achievements of all its many activities, so debate can add to the overall success of the activities program.

It is in the field of community relations that the debate program can really contribute to its own promotion. A Speaker's Bureau composed of the better trained and prepared debaters from the school, can help build up community support by being ready to supply speakers on practically any occasion and subject. If the coach will inform the program chairmen of the various civic, service, and cultural clubs of the community of this proffered service he will find a ready response from these people seeking program material. A word of warning here would indicate two conditions. One, that sufficient planning and topic choice be given in advance so that the debater can be fully prepared. Second, the speaker should be introduced to the group as a member of the school's debate class under the debate coach's tutelage. This will not only help promote the debate program, but it will give adequate recognition where it is so deserved.

Perhaps, in developing the Speaker's Bureau idea, it would be better planning to announce to the various clubs the availability of speakers, debaters, and orators in certain subject areas. In this way the coach will be better able to control the speaking situation and in turn foster better promotion of the debate program.

The good offices of the local Chamber of Commerce will provide the debate program, particularly during the invitational tournament, with name stickers, courtesy parking tags, maps of the city and its historical and scenic attractions. In many cases a list of suitable hotels and motels for the immediate area will be made available for your use. These services are for the asking of all interested groups.

The Ministerial Alliance is not only a willing and capable source

of judges but, pleased by the participation of the school's debaters in the various church youth group activities, will endeavor to promote the debate program to the fullest.

The Municipal Library and its staff will also assist in promoting the debate program. Early in the year, when the newly adopted topic is announced, the coach should inform the Librarian so that the staff may begin to compile materials to assist the debate group. Checking on sources of information and for hard-to-find materials will be another contribution that the City Library can make to promote the debate program. The coach and debaters should cultivate the assistance of the Library staff in many ways. Their good will and aid will prove invaluable.

The debate coach could also help promote community interest for the debate program by getting in touch with the Restaurant Association and the Hotel and Motel Association. Much saving of time and money can be accomplished by letting these people know about tournament dates and the wants and needs of the people involved. Do not overlook the possibilities of reduced rates both in food and lodgings that might develop.

So far we have only scratched the surface of promotional ideas and "gimmicks" that can promote the debate program. One that brings the school and community into closer relationship would be the establishment of a Forensic Who's Who--a record of the achievements of former debaters and statements written by them on the value of debating and the part debate training played in helping them reach the positions they hold

today. National and State leaders are desirous of writing statements concerning their considered opinions of debating and the value of the training received therein. These letters the records of these people may be used by the coach in appearing before the administration of the school when he reports on the outcome of the debating program. Here the coach has concrete evidence to present that has a depth and meaning that will impress and convince the most reluctant administrator that debating is a most worthy and rewarding activity.

In short, the debate program is a promotional venture, that in order to develop, the successful coach must utilize all the resources at his command. It is a known fact that the debate program, in addition to challenging the young student in the techniques of debate provides them with intra-mural and inter-scholastic speech opportunities. This phase of the debate program is not only a real justification for the existence of the program; but it also furnishes an excellent means of obtaining support from the school heads and the community as a real life opportunity for the debater to appear before the public.

Herein lies the real purpose behind the debate program as we train the debater of today for his rightful place in a world in which the ability to communicate ideas and beliefs to others is tantamount to the preservation of our free institutions and enterprise--our heritage.

THE DEBATE JUDGING BALLOT

David J. Blackim*

Debate Coach, Russell High School

One of the most complex problems of running a debate tournament is the selection of a ballot that is useful once the tournament is over, yet is easily understood and administered. Many different ballot forms are in use today due to the different concepts of judging held by the individual coaches. Due to this widespread lack of agreement it would be impossible to construct a "perfect ballot." With this limitation in mind it will be the objective of this author to discuss the more widely used ballot forms and point out the strong and weak features to be found in each. For your consideration an experiemental ballot being studied by the Kansas Speech Association will be submitted and discussed.

Before discussing any ballot form it is wise to understand exactly what a ballot should do in terms of the total speech program. Prime consideration will be given to the ballot in terms of the judge, student, and coach. Unless a ballot meets the needs of all three of these individuals it is not a satisfactory instrument of measuring what evolves during a debate.

The Judge. The ballot from the standpoint of the judge must fulfill certain specific requirements. Of primary importance is that the ballot must be clear in its organization and physical form. If the units of the ballot are not placed in a logical order the ballot, in

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*The author was commissioned in 1958 by the Kansas Speech Association to study the possibility of improving the ballot forms used in the State of Kansas. The result of this experimentation will not be known until mid-1961. This article by Mr. Blackim is taken from A First Aid Manual for Debate Coaches prepared in a Seminar for Debate Coaches held at Kansas State Teachers College, Emporia, August 1960.

units of the ballot are not placed in a logical order the ballot, in itself, will tend to confuse the judge. In cases where the ballot has not been clearly reproduced, the value of the ballot has been decreased. It is strongly recommended that ballots not be reproduced by means of a ditto carbon or mimeograph stencil. Although these means of reproduction may prove economical, their efficiency is minimal.

Instructions to the judge must be simple and clear; if the ballot instructions are not clear the tournament director is inviting mistakes that will cost valuable time in the tabulation room, and possibly embarrassment. Beware of using terminology with which your judge is not familiar, or which may be subject to different interpretations. If clarity can be achieved the judge will be much more efficient and many problems will be solved before they arise.

As cruel as it may sound, it is wise to construct a ballot that is so simple that a small child can understand its mechanics. Judges are not careless or intellectually weak by nature, but any possible mistake that can be avoided before it happens will make the administration of the tournament that much easier.

Keep in mind that any judge who goes away from your tournament realizing that he had done a poor job (whether due to the ballot or not) is not apt to serve you at a future date. Many judges are lost each year because they simply do not understand the ballot mechanics, and rather than make the same mistakes over again will refuse your invitation to serve as a judge. This in itself constitutes a great loss to the future of your tournament.

The Student. Naturally, the immediate concern of the student is the win-loss decision. Once this information has been secured the ballot should serve as an instrument of instruction. Unless the ballot will answer the question "Why did we win or lose the debate?" the ballot has not fulfilled its purpose. By making use of the ballot the student should be able to learn how he ranked with the rest of the contestants and what facets of debate the judge felt were weak. It is true that the quality of the judge is important, but even if the judge is a "weak" judge, the student should at least have an opportunity to explore the reasons the judge gives for his decision. In other words, the debate ballot should provide the debater with an answer to his question, "Why did the judge give the decision in the manner in which he did?" On the basis of the judge's comments the student has an understanding of his future needs and present talents.

The Coach. The coach, like the student, is primarily interested in the comments given by the judge. Since the coach has no way of hearing all of his debaters during every round of competition he is highly dependent upon the judges' comments when planning the future work of the individual debaters. It is from the judge that the coach learns the weaknesses and strengths of the debater. If the ballot form will not provide this information the coach is placed at an obvious disadvantage. To the coach who receives a ballot with little or no evaluation, the returned ballot is just a document recording win-loss and is of no further value.

Many coaches building a ballot form consider only workability of the form in terms of tabulating the results of the tournament. When

this occurs the coach in question is doing his colleagues an injustice that he himself would not appreciate were he in their position.

If all factors are not taken into consideration the resulting ballot form will not produce benefits for all concerned. Since debate is regarded as a highly valuable activity, it is the responsibility of those running debate tournaments to provide facilities such as ballots that will further the effectiveness of the debate program.

Typical Ballots Now in Use. On the following pages are examples of ballots now in use across the country. These ballots were chosen from many to illustrate: (1) Some of the typical ballots in use, and (2) a basis for discussion of the major strong and weak points of ballot structure. It is true that all ballots will produce a decision, but not all ballots will produce the vital information discussed in this chapter. No offense is intended towards those schools that have used (and who may choose to continue using) the ballot forms used as examples. The use of these ballots is merely to illustrate the various segments of ballot structure.

Plate One. The obvious attempt on the part of the constructor of Plate One was to produce a ballot form that was simple, clear, and concise. Insofar as the final product is concerned this objective was accomplished. However, certain very important factors must be considered. First, note that the judge must fill out two such forms before his job is complete. The possibility of the judge forgetting to fill out the second form in conjunction with the possibility of one form getting lost, is of paramount concern. It should also be noted that very little attention is given to instructing the judge as to

PLATE ONE

Debate Scorecard

Round_____ Room_____ Judge_____

Affirmative Team No._____ Negative Team No. _____

1._____ ( ) 1._____ ( )

2._____ ( ) 2._____ ( )

In my estimation the better debating was done by the_____

Team No._____.

DIRECTIONS: Please fill out the heading of this ballot in duplicate. Since decisions are not to be announced until the end of the tournament, the section, "suggestions for improvement," is of particular importance. Comments on the selection of issues, argument, use of evidence, organization, refutation and rebuttal, rhetorical skill, and delivery may all be helpful.

Place in the parentheses following the name of each speaker the number that represents your rating for the debater. The score for the "perfect" debater is 100; for the average debater, 85; for the "poorest," 70.

_____
(Signature of Judge)

Suggestions for Improvement

First Speaker Second Speaker

what relationship the numerical evaluations have to degrees of achievement. This author questions whether it is wise to say that a debater must be "perfect" in order to receive the 100 rating as on this ballot. It is also questionable whether it is wise to use the terminology of rhetorical skill, issues, refutation and rebuttal in view of the ability of the judge to transcribe these terms into the same meaning as used by the debate coach. Depending upon the quality of judging, it would appear that a thirty-point scale is far too wide for most judges to comprehend the value of a single point. In other words, this ballot assumes that the AVERAGE judge has the ability to determine the difference between a score of 88 and a score of 89. Research done in preparation for the formation of the experimental Kansas Speech Association ballot produced the belief that if numerical evaluations were to be used a WORD of explanation was necessary if the judges were to have any common agreement in the awarding of the numerical quotients. By allowing a 15-point spread between each segment of judgment a great deal is left up to personal whim on the part of the judge. In most camps this freedom is not considered to be productive of consistent evaluation. In conclusion, Plate One is a prime example of a ballot form that was constructed to enhance the values of simplicity, but without considering the use of the ballot by the judge or the visiting contestants.

Plate Two. The perforated "Master Ballot" is a ballot widely used by high schools and colleges throughout the nation. Primarily it is used to simplify the tabulation of a tournament and provide space for judges' comments. Both of these features are creditable and are

PLATE TWO

MASTER BALLOT

Round____

Affirmative School_____ Negative School_____

1st Speaker_____ Rank 1 2 3 4 (Encircle) 1st Speaker_____ Rank 1 2 3 4 (Encircle)

2nd Speaker_____ Rank 1 2 3 4 (Encircle) 2nd Speaker_____ Rank 1 2 3 4 (Encircle)

Decision to_____ Judge_____
Aff.-Neg.

.....

Ed. Note: Original Ballot perforated here.

AFFIRMATIVE TEAM

Round____

Aff. Team_____ Negative Team_____

Room_____ Judge_____

1st Speaker_____ Rank 1 2 3 4 (Encircle) 2nd Speaker_____ Rank 1 2 3 4 (Encircle)

Criticism and Suggestions:

Decision to_____ Judge_____
Aff.-Neg.

.....

Ed. Note: Original Ballot perforated here.

NEGATIVE TEAM

Round____

Aff. Team_____ Neg. Team_____

Room_____ Judge_____

Ed. Note: Rest of Neg. Ballot is same as for Aff. Original size $8\frac{1}{2}$ x 14"

successfully executed by this ballot. However, certain limitations must be pointed out regarding the use of this form. Insofar as instructing the judges, this form requires that instructions be printed either on the back, or on a separate sheet. The ideal arrangement would seem to keep the instructions to the judge in front of him at all times. The use of a ranking ballot of this type means that each speaker will receive one of the four numerical ranks. Since no rank can be duplicated, an inaccurate picture may be given to a student. In other words, if all four debaters are of "Superior" quality, there is no means of showing this on the ballot. One debater will get a "1" and one will get a "4", thus a distorted image of that latter person's ability is produced. Observe further, that the ballot makes no attempt to evaluate the quality of the team as a unit, just as individuals. Since debate is, of necessity, highly dependent upon team cooperation, it would appear that the ballot is in no way attempting to instruct the judge to judge the speakers on their ability as a team. Administratively the ballot's weakness lies in the fact that it invites error on the part of the judge as he transfers information from one section of the ballot to another. It is also unfortunate that the affirmative debaters will not have the opportunity to see the comments the judge gave to the negative (and vice-versa) again reducing its value an instructional instrument.

PLATE THREE. Unlike Plate One, which was too simple, Plate Three is a perfect example of a ballot that contains too many mechanics

PLATE THREE

ROUND_____ Aff. Team #_____ Neg. Team #_____ Room_____

DECISION_____ Judge_____
(Aff. or Neg.) (Name)

RANK each of the four debaters 1,2,3, or 4 (no duplications in ranking.) 1 for the best debater, 2 for the second best, etc.)
RATE each debater and each team from 7 to 15: Good--7-9; Excellent--10 tp 12; Superior -- 13-15. Do not rate below 7, it being assumed that any team invited to the tournament is at least average or above.

1st Aff. Rank_____ Rate_____ 1st Neg. Rank_____ Rate_____

2nd Aff. Rank_____ Rate_____ 2nd Neg. Rank_____ Rate_____

AFFIRMATIVE TEAM RATE_____ NEGATIVE TEAM RATE_____

First make out your ballot above. The following is not to be used as a guide or set of criteria for your decision. After you have made your decision and filled in the above blanks, please complete this lower portion of the ballot in the following manner:

Take the affirmative team rate which you have listed above. Allot numerical portions thereof to the boxes below. The numbers entered below should be weighted to reflect strong and weak points; their total must equal the affirmative team rate.
YOU NEED NOT ENTER A NUMBER IN EACH BOX.

Assume, for instance, that you have given the affirmative team a rate of 12. It is very strong in delivery, strong in human interest and organization, good in case and evidence and average in all other elements. You may wish to give it a 6 for Delivery, a 2 in each Human Interest and Organization, a 1 in each Case and Evidence and a 0 in all others.

After you have finished with the "Aff. Team" column, do the same for the "Neg. Team."

AFF.	NEG.	
		DELIVERY-"Speaking well," including good voice usuage, eye contact, posture, gestures, and platform deportment.
		CASE-Choice and integration of logically defensible arguments which are clearly related to the proposition.
		EVIDENCE-Support of arguments presented with adequate amounts of pertinent and carefully documented factual information.
		REFUTATION-Identification of illogical or irrelevant "arguments" and/or impertinent "evidence" given by the opposition.
		LANGUAGE-Phrasing of arguments in clear, concise language.
		ANALYSIS-Attention and emphasis upon those arguments which develop and become crucial to a fair decision.
		HUMAN INTEREST-Humor, concreteness, emotional appeals, etc.
		ORGANIZATION-Appropriate ordering of ideas both in constructive and rebuttal speeches.

Ed. Note: Produced without editing from original ballot.

and not enough instructional value. Although the latter ballot does provide a more definite correlation between numerical digets and explantion of their value, no thought was given to personal comments by the judge. This instrument will produce only a numerical product to express the sum and total of the debate. The ballot is inconsistent in that in the area of judgement the critic is asked to rank the debaters on a scale from one through four, then turn around and rate them on a scale from one to fifteen. No guide is given regarding the relationship of one scale to the other.

After ranking and rating the judge is then asked to give plus and minus evaluations to eight or ten specific areas--again no relationship is shown, and the results are no more than if a slip of paper with the decision written on it had been submitted by the judge. It is doubtful that many judges would take the time to fully read such a ballot, and if they did it is questionable if it could be fully understood without re-examination. It appears to this author that the use of this form is an invitation to troubles in the tabulation room, to say nothing of its inability to serve the students and coaches.

PLATE FOUR: Plate FOUR introduces a different concept in the field of ballot forms. That concept is the use of a rating scale for both the individual speaker and the team effort. The obvious advantage of this form has already been mentioned--the channeling of the judge's mind toward both individual and team performance. This form, however,

PLATE FOUR

AFFIRMATIVE DEBATE BALLOT

Affirmative Team _____ Round _____
Negative Team _____ Room _____

1st Affirmative Speaker

Superior	Excellent	Good	Fair
15 14 13	12 11 10	9 8 7 6 5 4 3	

Criticism:

2nd Affirmative Speaker

Superior	Excellent	Good	Fair
15 14 13	12 11 10	9 8 7	6 5 4 3

Criticism:

Reason for Decision:

TEAM RATING

Superior	Excellent	Good	Fair
15 14 13	12 11 10	9 8 7 6	5 4 3

Decision to: _____

(Judge)

NEGATIVE DEBATE BALLOT

Negative Team _____ Round _____
Affirmative Team _____ Room _____

1st Negative Speaker

Superior	Excellent	Good	Fair
15 14 13	12 11 10	9 8 7 6	5 4 3

Criticism:

2nd Negative Speaker

Superior	Excellent	Good	Fair
15 14 13	12 11 10	9 8 7 6	5 4 3

Criticism:

Reason for Decision:

TEAM RATING

Superior	Excellent	Good	Fair
15 14 13	12 11 10	9 8 7 6	5 4 3

Decision to: _____

(Judge)

PLATE FIVE
KSA BALLOT

Round_____

AFFIRMATIVE_____ NEGATIVE_____ ROOM_____

INSTRUCTIONS

SCALE:

1. SUPERIOR
2. GOOD
3. AVERAGE
4. POOR
5. INADEQUATE

Circle the number you feel best indicates the quality of debating that was demonstrated in this debate. TEAM POINTS may NOT be duplicated, and the team with the best team rating must be declared the winner. SPEAKER POINTS MAY be duplicated and should indicate the quality of the debater as an individual. DO NOT WRITE ON THE BACK OF THIS BALLOT. BECAUSE OF THE USE OF CARBON PAPER PLEASE USE A FIRM HAND. THANK YOU.

AFFIRMATIVE TEAM POINTS (1) (2) (3) (4) (5)	NEGATIVE TEAM POINTS (1) (2) (3) (4) (5)
FIRST AFFIRMATIVE SPEAKER POINTS (1) (2) (3) (4) (5)	FIRST NEGATIVE SPEAKER POINTS (1) (2) (3) (4) (5)
SECOND AFFIRMATIVE SPEAKER POINTS (1) (2) (3) (4) (5)	SECOND NEGATIVE SPEAKER POINTS (1) (2) (3) (4) (5)
COMMENTS:	COMMENTS:

DECISION TO_____ _____
(Aff. or Neg.) (Judge)

does contain some weaknesses. The lack of instructions on the front of the ballot and the inability of the affirmative to see the negative comments, and vice-versa, all must be applied to this ballot as has been the case with the ballots previously examined. It may be noted that some criticisms mentioned in various sections of the discussion on ballots will apply to more than one of the selected ballots.

PLATE FIVE: This is the Kansas Speech Association ballot and is suggested to coaches as a ballot which can be used on either the high school or college level with a fairly high degree of success. The actual ballot will be a triplicate ballot which, by using carbon paper, will allow the judge to write, at one time, comments to be seen by both sides. Since the three copies will be on different colors of paper the problem of sorting affirmative and negative ballots will be minimized. This ballot, not believed to be perfect, is believed by its authors to be a step in the right direction. Since the ballot is clear, concise, and evaluates the debaters and the team it is felt that it will not only aid in the improvement of judges, but also prove more valuable to the coach and student. It is quite possible that this ballot form will need revision in order to apply to specific situations; if this is the case it will have at least served as a guidepost for the improvement of existing ballot forms.

One last comment about ballots in general will apply to the Kansas Speech Association ballot as well and that is that any judgment will be subjective and in selecting ballot wording you will always be faced with semantic difficulties when it comes to instructions and word choices.

THEATRE-IN-THE-ROUND

by

Donald W. Hansen

In theatre-in-the-round, experience seems to be still far in advance of published theory.

A successful novelty, an unusual revival, or a new idea has always revealed with clinical sharpness the prevalence of sloppy theatrical thinking. The arena technique has done this admirably. Theorists, designers, producers are all on record with categorical statements of the most betraying nature. An arena theatre couldn't work theatrically...such theatres were mere novelties...illusion was impossible...it couldn't possibly support a professional company...it was usable only for comedy! All these things were said with great authority.

The only safe thing to say is what the late Margo Jones said...that "anything can be done, if our vision is large enough."

Those who said "it couldn't be done", that no illusion could be created, that the sight of the audience beyond the stage would be distracting, forgot the necessary control of light. They could have found out from psychologists or by experiment that the human eye when focused for a short distance and great intensity will not be distracted by a lower intensity beyond. An interesting play and adequate contrast are

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Donald W. Hansen, MA, Arizona, 1954. Arizona Corral Theatre, Tucson, 1948-1957 is Instructor in Radio-TV, Kansas State Teachers College, Emporia.

the necessary ingredients for attention.

Lighting technicians and designers have already seen that the safety of realism will never tap the full potentialities of this "new" medium. Directors are looking around, too, now that they have their feet down on the ground. They've found that modern dance is very comfortable in this space staging. Proscenium minded designers and technicians can't seem to find their way about in this new manner of staging and so lose interest and eventually condemn it.

Central staging has put the actor in a position where he is immediately aware of audience reaction to himself. If perceptive, he can see at once where this or that reading is not carrying the play. He is taught to think in terms of the illusion created by the personality of the actor alone without the aid of imaginative stage settings. He discovers how kindly central staging takes to the sincere but not accomplished thespian.

The minimum essentials for central staging are (1), A ROOM. It must be large enough to supply an adequate playing space, and to furnish two or three rows of seats for that necessary adjunct of the theatre--an audience; (2), GOOD LIGHTING, good lighting consists not only of adequate stage lighting, which is the main essential of central staging, but, also, good house lighting; (3), ACTORS, central staging requires actors who are sensitive, sincere, and unspoiled. Tricks, devices, and hokum in acting are too easily detected by a spectator three feet away. Central stage acting, is, therefore, a good training ground, not only for conventional staging, but also, for television acting.

Economically speaking, theatre-in-the-round costs quite a bit less than the regular proscenium production. The biggest reduction in the production costs is the lack of scenery. Another large reduction is in the back-stage crew, not as many people are needed to run an arena show as a regular production.

The Arizona Corral Theatre in Tucson is a very good example of a successful theatre-in-the-round. This summer season of 1960 saw its 13th season. Productions have included, Gigi--My Three Angels--Twentieth Century--Remains to be Seen--Love of Four Colonels--Caine Mutiny Court Martial--Teahouse of the August Moon--Dark Vistory--The Women--Rose Tattoo--Mister Roberts (cargo net scene and all).

In summation, theatre-in-the-round is a good training ground for the actor, economical in production, and, despite remarks to the contrary, capable of being a true theatrical medium.

ARE YOU A MEMBER OF THE
KANSAS SPEECH ASSOCIATION?

The Kansas Speech Association has two types of membership open to those interested in furthering and promoting speech and speech activities: Regular Membership ($2.50) entitling the member to the Kansas Speech Journal, attendance at all association functions plus voting and office-holding privileges; Sustaining Membership ($5.00) for those interested in giving greater support to the Association and the promotion of its activities.

If you are not a member, join now by clipping the coupon below and forwarding it, along with a check or money order for the amount necessary for the membership you choose to:

Alan Gould, Secretary-Treasurer
Kansas Speech Association
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The Speech Association of America has several types of membership open to those interested in all areas of speech. Special membership blanks may be secured by writing to:

R. C. Jeffrey, Exec. Sec.
Speech Association of America
Indiana University
Bloomington, Indiana

Briefly described below are the types and costs for SAA membership.

Student Membership (Undergraduates only) You get either the Quarterly Journal or The Speech Teacher	$ 3.50
Regular Membership You get either the Quarterly Journal or The Speech Teacher	5.50
Monograph Membership (You get the Speech Monographs	7.00
Membership with both Q.J. and Speech Teacher	9.00
Membership including Speech Monographs and either the Quarterly Journal or The Speech Teacher.	9.50
Membership including Speech Monographs, The Quarterly Journal and The Speech Teacher plus Table of Contents, as published	13.00
Sustaining Membership including Directory, Table of Contents, Convention Fees, Quarterly Journal, and Speech Monographs and either a bound volume of the Quarterly Journal or subscription to The Speech Teacher.	16.00
Sustaining Membership including the Directory and Table of Contents, Convention Fees, all three magazines and a bound volume of the Quarterly Journal	18.50
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Immediate membership will mean you can be listed in the national Directory, one of the most complete directories published by any organization in the country.

Plan now to get your membership and attend the National Convention in St. Louis. There will be Interest Group programs in the areas listed below. You will get from your membership and attendance at the national convention: (1) Stimulation to greater professional interest, (2) New ideas on effective teaching in all areas of speech, (3) The chance to meet and discuss your problems with national leaders and authorities.

REMEMBER! DECEMBER 28-30, 1960. YOUR NATIONAL CONVENTION

ARE YOU A MEMBER OF THE
AMERICAN EDUCATIONAL THEATRE ASSOCIATION?

AETA is the American Educational Theatre Association, a non-profit, professional organization established to encourage the development of theatre in education.

The purpose of AETA is to encourage high standards of teaching, production, and schlarship in the educational theatre field.

AETA has only two terms of membership. Regular term memberships are for a calendar year(January through December). Special term memberships for new members are for a sixteen-month period. (September of one year through December of the following year).
The following types of membership are available for either term.

1) Individual Membership. This type of membership is open to any person and entitles him to all benefits and services of the Association. Regular term dues--$5.50 special term dues--$6.50.
2) Sustaining Membership. This type of membership is open to any person. Sustaining members do receive free registration for the convention and the CTC Annual Meeting, free Contact Placement Service registration, and a free bonus publication. Regular term---$12.50, Special term--$15.00.
3) Family Membership. This type of membership is for a husband and wife. One copy of Educational Theatre Journal. Regular term dues--$6.50, Special term--$7.50.
4) Organizational Membership. This is the only type of membership which is open to groups desiring to carry membership in the name of the group. Regular term--$15.00, Special term--$18.00.

5) Library Membership. This type of membership offers only the Educational Theatre Journal. Regular term--$5.00. Special Term--$5.00.

6) Student Membership. Ten or more high school or college students joining at the same time, may receive individual memberships at $3.00 per student for regular, $4.00 Special Term.

Membership applications, publication orders, and inquiries should be addressed to the:AETA Executive Office, University Theatre, 306 Nicholson Hall, University of Minnesota, Minneapolis, 14, Minnesota, c/o Kenneth L. Graham, Executive Secretary-Treasurer.

FORENSIC COACHES ATTENTION

ARE YOU A MEMBER OF THE AMERICAN FORENSIC ASSOCIATION?

AFA is the national organization of directors of forensics. It also is the official interest group for forensics in the Speech Association of America. Each year AFA sponsors seven programs at the SAA Convention and several at each of the major regional conferences. In addition to these functions, here are some of the services provided by AFA through your membership:

The A.F.A. Register. Each member receives four issues a year, plus any special issues published. These issues include calendars of high school and college forensic events, guides to debate research, reports of convention proceedings, membership directory, and articles of professional interest.

Special Projects. New materials important to forensic directors: (1) A standardized debate ballot is available to high schools and colleges at low cost; more than 15,000 have been distributed. (2) The "Code for Contests in Oratory" has been published, and is available at nominal cost. (3) The survey of college and university debate budgets was recently printed in the Register. Other special projects are now underway.

Regional Organizations. Membership in your regional forensic association is included in your national membership, and part of your dues is returned to the various regional organizations.

Support of Forensics. The A.F.A. gives constant support to the status and aims of the speech profession. The collective strength of our membership gives impetus to the improvement of forensic activities throughout the country.

AFA membership is open to all high school or college speech and debate directors. It is your professional organization. Requests for information or membership applications should be directed to the national secretary-treasurer:

AMERICAN FORENSIC ASSOCIATION

To cover items checked, I am enclosing a check or money order in amount of $_____

( ) $4.00 membership in the American Forensic Association AND in the regional forensic association checked:

( ) Eastern Forensic Association
( ) Mid-West Forensic Association
( ) AFA-Southern Region
( ) Western Forensic Association

( ) A.F.A. debate ballots at $3.00 per hundred, postpaid. (sample free)

( ) A.F.A. Code for Oratory Contests at 5¢ each. (sample free)

Name _____
(last) (first) (middle initial)

Institution _____

Address of Institution _____

Home Address _____

Make check or money order payable to: AMERICAN FORENSIC ASSOCIATION. Send to Wofford G. Gardner, Secretary-Treasurer, American Forensic Association, 310 Stevens Hall, University of Maine, Orono, Maine.